

Investigating Methodologies of Teaching Literature in Sudan

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Abstract: This paper aims to investigate teaching methodologies used in teaching literature to the third grade of high school. The researcher used the descriptive method. The tool used in this study is a questionnaire which has been distributed to the teachers who teach the English language in high schools. The population of the study was teachers who teach English literature in Khartoum State, Khartoum North Locality. The main finding of this study reveals that English language teachers use reading methodologies in teaching literature; however, they consider restrictions of the kind of the questions that given to the students and students are focus mainly on how to get high marks.

Keywords: teaching, literature, methodologies

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I. INTRODUCTION

It has been argued that most of the teachers in Sudan use literature books as a reading text, i.e. teachers use the methodologies of teaching reading texts to teach literature.

In teaching reading we focus mainly on how to develop reading skills (skimming, scanning, etc) and we use different techniques (jigsaw, PQ4R, etc) while in teaching literature we focus on how to develop (analysis, using literary elements, etc) and we use different techniques (KWL, semantic map, etc).

Using reading methodologies and techniques to teach literature will give different outputs and will change the idea of story into informational text which is completely different.

II. STATEMENT OF THE PROBLEM

Generally, the main aim of teaching literature in Sudanese school is to improve reading skill. Other purposes of teaching literature are to develop communication skills and inspire cultural growth.

The main problem of teaching literature in Sudan is the method used in teaching literature. The current method of teaching literature (Grammar Translation Method) is the main method of teaching literature. Teachers read the text or the paragraph and use L1 to illustrate the meaning of the text.

III. LITERATURE REVIEW

Reading is one of the four skills that students must develop. While English literature is considered as authentic material expand students' language awareness.

Scholars give different opinions about the importance and usefulness of teaching English literature in as a foreign language. Some believe that it is not easy for them to understand and deal with.

Scholars argued about using reading methodologies in teaching literature text. Some assume that literature can develop reading skills.

Noe and Johnson (2004) have noted that Literature gives students a way to read, discuss and respond to the reading. On the other side, some scholars find using literature in reading class is useless. Robson (1989) argues that literature is seen to be able to do little or nothing to develop reading skills.

Kay (1982) considers literature is too complex and difficult, thus, it does not support language acquisition of grammar or lexical structures that students can be used in their everyday lives, besides that, it does not meet their academic or occupational needs.

1. Current Method of Teaching Literature in Sudanese Schools

English language is a core subject in Sudanese Certificate Examination. Although literature section is a part of the exam, this section is optional. Students may choose literature or summary section.

Sudanese Scholars work hard to improve the way of teaching English literature in Sudanese high school. Hundred of papers were published to find ways that can suite Sudanese culture.

Ali (2011) works hard to prove that teaching literature through literary texts like motivates students to learn English language. He refers to the witness ignorance of dealing with literature in Sudan. He interviewed some English language teachers about the importance of teaching English literature.

In Sudan, teachers misuse methods and strategies of teaching literature, teachers replace reading strategies to teach literature. Within the history of teaching Literature in Sudan, the traditional method has been used without developing any updating methodologies until fairly recently.

Nur (2014) states three fundamental requirements for effective teaching, one of them is how to understand the method of teaching and be able to adapt it in the classroom.

Baffoka (2012) argues about the method of teaching in Sudanese schools, he states that methods are traditional and focus mainly on grammatical rules more than communication skills.

An interview was held by Tajelsir (2009) states that the skills of reading are not well taught because of the lack of using an up-to-date methodology for teaching.

The current method of teaching literature as reading text may improve reading skills but will not improve other skills. Teachers use skimming and scanning to find answers only but not to find literary elements or enjoy the story.

2. Methods of Teaching Literature

Over the years, methods of teaching literature have changed. Grammar Translation Method was used at the beginning cause language itself was taught through Grammar Translation Method. Scholars find that the language used in literature will not be used in student's everyday life, hence they need to develop communicative skills, and that is why the communicative approach has appeared in the surface.

Carter and Long (1991) have developed three major approaches to teach literature: the language model, the cultural model and the personal growth model.

The Language Model focuses on developing students' knowledge by working with familiar grammar, lexical and other discourse categories. Prediction exercises, jumbled sentences, summaries, role-play, etc are the best techniques that can be used in this approach.

The Cultural Model shows teachers and students on how to deal with a literary work concerning the target language. Analyze, synthesize and create are the best techniques that teachers may use in this approach.

The Personal Growth Model is a method that leads both teachers and students to connect between the language model and the cultural model while teaching or learning literature. Selected techniques of Language Model and Cultural Model are the best techniques teachers may use in this approach.

IV. OBJECTIVES OF THE STUDY

This study aims to achieve the followings:

1. To know the methods and techniques that teachers use in teaching literature.
2. To investigate the current method in teaching literature in Sudan.
3. To recommend updated methodologies in teaching literature in Sudanese schools.

3. Questions of the study:

This study addresses the following questions and sets out to answer them:

1. What are the methods that teachers use in teaching literature?
2. Does current method of teaching literature is effective?
3. To what extent do updated methodologies of teaching literature will achieve literary goals?

4. Methodology and Data collection

The study adopted a descriptive-analytical method. Obtained data were evaluated on Microsoft Excel 2010.

4.1 Population and Sample:

The population of this study consists of Sudanese English language teachers who teach English literature in high school. According to the General Directorate of Statistic and Strategy, Ministry of Education, Khartoum State, Khartoum North Locality; there are 164 male and female English language teachers. The sample of this study consists of 65 male and female teachers who teach English literature in high school, Khartoum state, Khartoum North Locality.

4.2 Tool:

A questionnaire has been designed to know the methods that teachers use in teaching literature. The questionnaire consists of 7 questions. 100 hard copies have been distributed to the teachers. Only 65 teachers effectively participated in the questionnaire.

4.3 Process of Collected Data:

Well completed questionnaire will be analyzed using Microsoft Excel 2010. The questionnaire, however, offered a clear view of the topic. Figures and discussion will be used to show the results of the findings.

5. Statistical Results of Teacher`s Questionnaire

Part One

This section provides general information about the participant like the gender, current degree and years of experience.

As shown in table (1) and figure (1), male teachers represent 58.5% while female teachers represent 41.5%.

Valid	Frequency	Percent (%)
Male	38	%58.5
Female	27	%41.5
Total	65	%100

Table ()

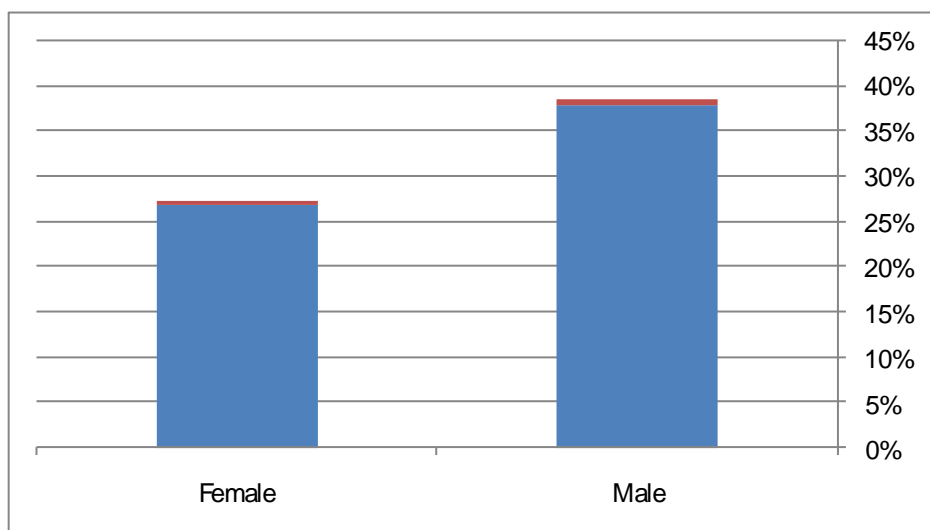


Figure ()

Table (2) and figure (2) show that 55.4% of the teachers hold B.S, 43.1% hold MA and only 1.5% who get a PhD degree.

Qualification	Frequency	Percent (%)
B.S	36	55.4%
M.A	28	43.1%
PhD	1	1.5%
Total	65	100%

Table ()

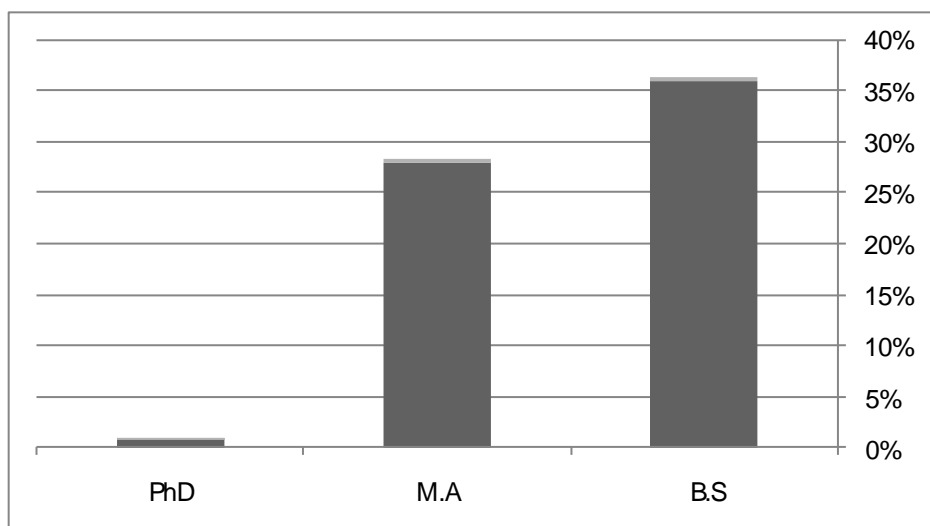
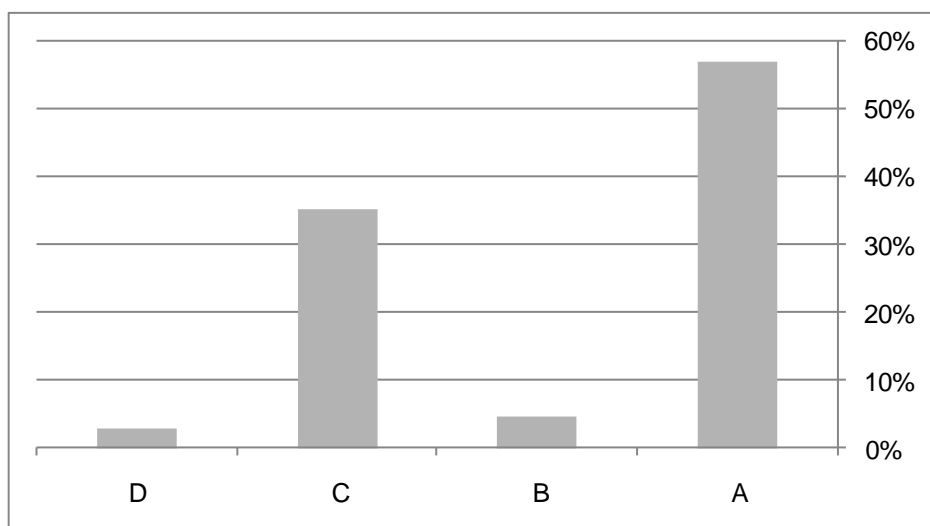


Figure ()

As shown in table (3) and figure (3) 58.9% of the participants have one to five years, 38.5% have 5 to 10 years, 4.6% have 10 to 15 years.

Years	Frequency	Percent (%)
1 - 5	37	58.9%
5 - 10	3	4.6%
10 – 15	23	38.5%
15 - more	0	0%
Total	65	100

Table ()



Part two:

“I know updated methods of teaching literature.” According to table (4) and graph (4) 55.4% of the participants know updated methods of teaching literature while 44.6% know nothing about the term.

Valid	Frequency	Percent (%)
Yes	36	55.4%

No	29	44.6%
Total	65	100

Table ()

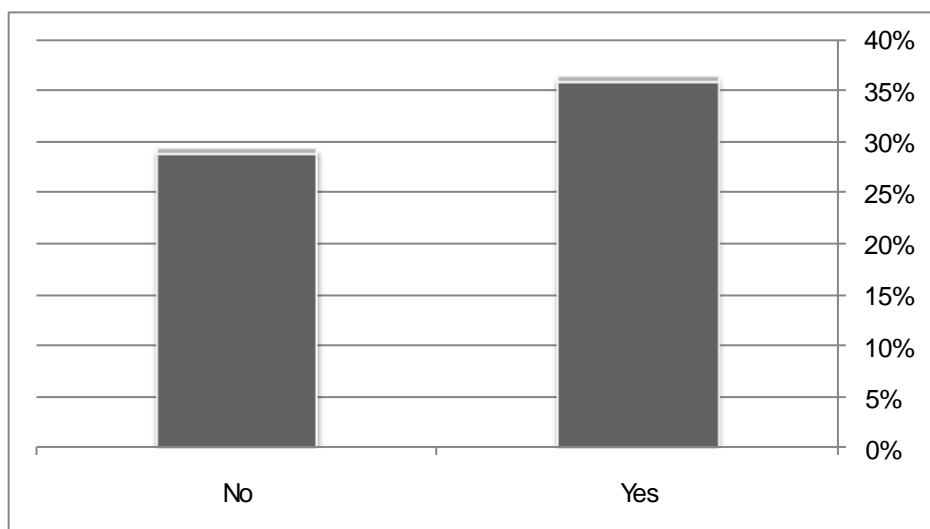


Fig ()

“What kind of techniques do you use in teaching literature?” Table (5) and figures (5) shows that 47.7% of the teachers use Grammar Translation Method, 16.9% use Communicative Approach, 13.8% use Direct Approach, 12.3% use Reading Approach and only 9.2% use Oral Situational Approach.

Valid	Frequency	Percent (%)
GTM	31	47.7%
Direct Approach	9	13.8%
Reading Approach	8	12.3%
Oral Situational Approach	6	9.2%
Communicative Approach (CLT)	11	16.9%
Total	65	100%

Table ()

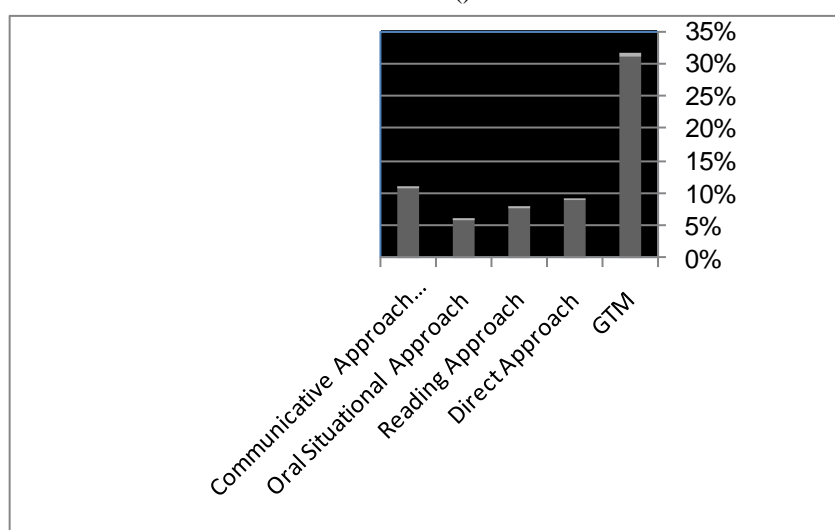


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“Do you use one or more than one technique during the lesson?” Table (6) and figure (6) show that 95.4% of the participants use more than one technique while teaching literature while 4.6% use only one technique while teaching literature.

Valid	Frequency	Percent (%)
Yes	62	95.4%
No	3	4.6%
Total	65	100%

Table ()

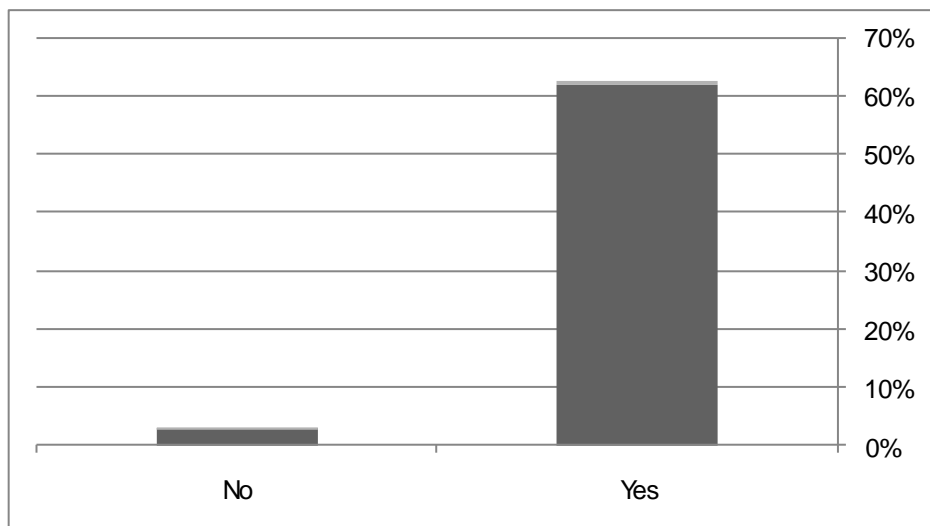


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“Do you get any workshop/training courses about how to teach literature effectively?” As shown clearly in table (7) and figure (7) 87.7% of the teachers don’t get any training courses or even workshops in teaching literature while 12.3% get workshop in teaching literature.

Valid	Frequency	Percent (%)
Yes	8	12.3%
No	57	87.7%
Total	65	100%

Table ()

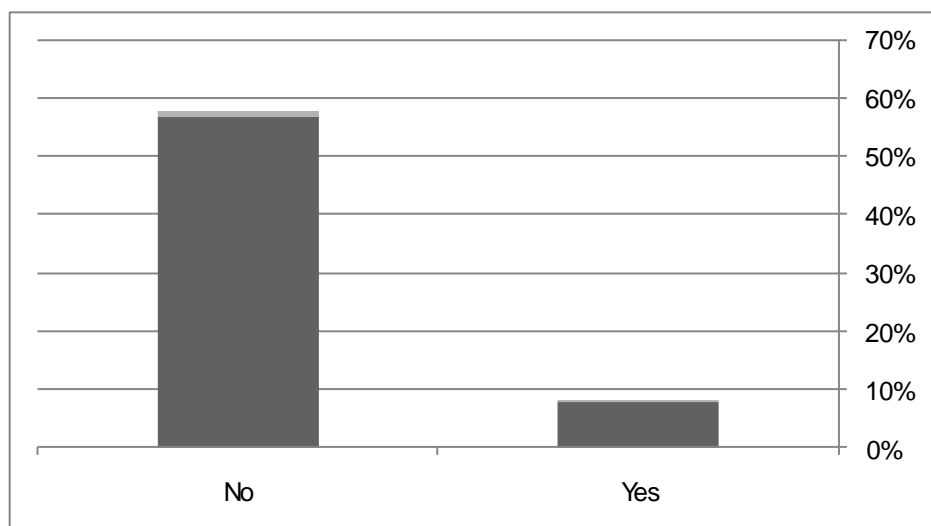


Fig ()

“To what extent do you use activities while teaching literature?” As shown in table (8) and figure (8), 78.5% of the teachers don’t use activities while teaching literature and 21.5% of the teachers use activities and worksheets while teaching literature.

Valid	Frequency	Percent (%)
Yes	14	21.5%
No	51	78.5%
Total	65	100%

Table ()

Fig ()

“The percentage of using L1 while teaching literature.” Table (9) and figure (9) show that 47.7% of the teachers are strongly agree, 15.5% are agree moderately, 10.8% are agree slightly, 6.2% are disagree and 20% are disagree moderately.

Valid	Frequency	Percent (%)
strongly agree	31	47.7%
agree Moderately	10	15.4%
agree slightly	7	10.8%
disagree	4	6.2%
disagree Moderately	13	20%
Total	65	100%

Table ()

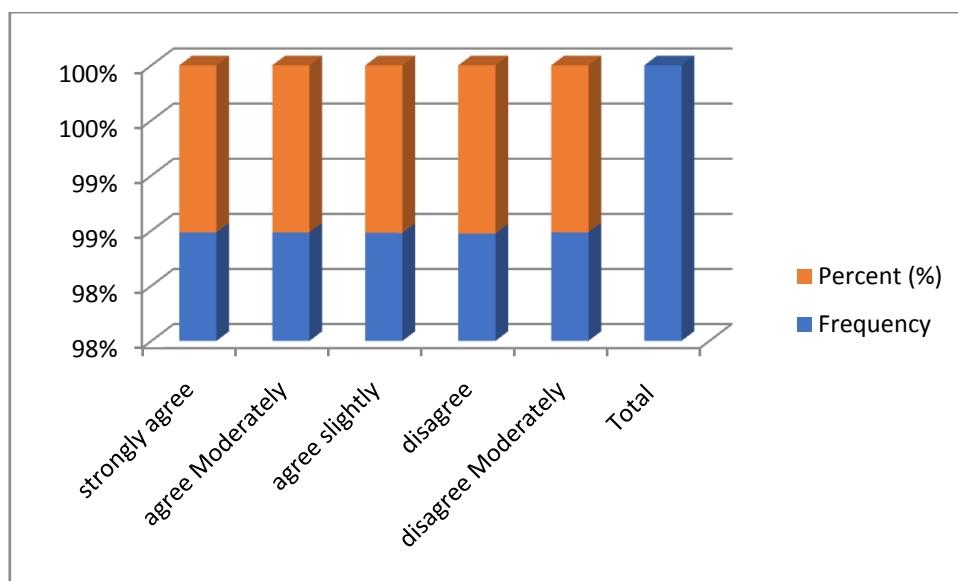


Fig ()

6. Reliability and validity

Cronbach's Alpha	N of Items
0.911	10

*Interaction patterns of figure (3):

- A=1-5 years
- B=5-10 years
- C= 10-15 years
- D = More than 15 years

V. DISCUSSION

This study addresses three questions and sets out to answer them. What are the methods that teachers use in teaching literature? Does current method of teaching literature is effective? To what extent do updated methodologies of teaching literature will achieve literary goals?

Results of question two in part two of the questionnaire “What kind of techniques do you use in teaching literature?” show that 47.7% of the teachers use Grammar Translation Method in teaching literature. Grammar translation method can’t be used in teaching literature.

Results of question one in part two of the questionnaire “I know updated methods of teaching literature.” show that 44.6% of the participants know nothing of the updated methodologies of teaching literature.

Using worksheets and exercises are the best way to check student`s understanding of the text. Results of question five in part two of the questionnaire “To what extent do you use activities while teaching literature?” show that 78.5% of the teachers don’t use activities in literature classes.

VI. CONCLUSION AND RECOMMENDATIONS

Teaching reading methodologies and teaching literature methodologies are completely different from each other. Sudanese English teachers who teach English literature use teaching reading methodologies to teach literature.

The current method of teaching literature (Grammar Translation Method) is not working any more even in teaching language.

The study offered some recommendation that should be immediately executed.

1. Teachers should be updated with the new method of teaching in general and teaching literature in a specific way.
2. Ministry of Education should offer training and workshops to the freshly graduated teachers to impulse them to use different methods of teaching literature.
3. Schools should be prepared to match the needs of education in the 21st century.
4. Worksheets and other activities should be used while teaching literature.

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